



FACULTY “911” GUIDE

HELPING STUDENTS IN DIFFICULTY

Students in Distress

Student Affairs has adapted this informational guide from the University of Central Florida as a means to assist faculty, staff and the university community when dealing with troubled students.

Students and Disruptive Behavior

The Student Resource Guide outlines the Code of Conduct regarding students and disruptive behavior.
website: http://studentaffairs.osu.edu/resource_csc.asp

Emergency

Campus Security
Student Affairs
Dr. Blake Wagner, Counseling

Dial 911

x4346
x4317
419-571-1678
(emergencies)
419-529-9941
(office)
x4304
419-747-8500

Student Disability Services
Housing

If you are dealing with students in difficulty:

- Be aware of location of nearest telephone, whether it is within the building, or a personal cell phone
- If the student is a threat to others, contact 911 or Campus Security immediately and report to the Chief Student Affairs Officer.
- If the student is causing classroom disruption, but not a threat to others, discuss with the student individually, report to the Chief Student Affairs Officer.
- You may always ask the disruptive student to leave the classroom.

If in doubt, always call 911.

Disruptive Conduct Examples

- An act which intentionally impairs, interferes with, or obstructs the orderly conduct, processes, and functions of the University or any part thereof.
- An act which deliberately interferes with the academic freedom or the freedom of speech of any member or guest of the University community.
- A false report of an explosive or incendiary device, which constitutes a threat or bomb scare.
- Conduct which is lewd or indecent.
- Breach of peace: an act, which aids, abets, or procures another person to breach the peace on the University premises or at University sponsored/related functions.
- Failure to comply with oral or written instruction from duly authorized University officials acting within the scope of their job duties or law enforcement officers acting in the performance of their duties, including failure to identify oneself to these persons when requested to do so.

Personal Abuse Examples

- Verbal or written abuse of any person including lewd, indecent, or obscene expressions of conduct.
- Physical abuse or threat of physical abuse to any person.
- Harassment: defined as behavior (including written or electronic communication such as AOL IM, ICQ, etc.) directed at a member of the University community which is intended to and would cause severe emotional distress, intimidation, or coercion to a reasonable person in the victim's position, or would place a reasonable person in the victim's position in fear of bodily injury or death.
- Failure to respect the privacy of other individuals.

Q & A ON

Q. When should I call the police?

A. "You should call the campus police or 911 whenever you believe there is any threat of violence or other unlawful behavior-including a student's refusal to leave a class after being told to do so. Any threat of violence should be taken seriously. Err on the side of caution and notify the police as soon as you can."

Q. How should I respond when classroom disruption occurs?

A. "Faculty members have broad authority to manage the classroom environment. One court compared teachers to judges, since both teachers and judges focus on relevant issues, set reasonable time limits, assess the quality of ideas and expression, and make sure participants are heard in an orderly manner."

"While their ultimate goals may be different, judges and teachers need to exercise authority with compassion and self-restraint. It's best to correct innocent mistakes and minor first offenses gently."

"Also, if you believe inappropriate behavior is occurring, consider a general word of caution, rather than warning or embarrassing a particular student (e.g., a good approach is to say 'we have too many private conversations going on at the moment; let's all focus on the same topic')."

"If the behavior in question is irritating, but not disruptive, try speaking with the student after class. Most students are unaware of distracting habits or mannerisms, and have no intent to be offensive or disruptive."

"There may be rare circumstances when it is necessary to speak to a student during class about his or her behavior. Correct the student in a courteous manner, indicating that further discussion can occur after class."

"Overall, key factors in responding to apparent disruptive or uncivil behavior are clarity in expectations; courtesy and fairness in responses (making sure students have an opportunity to discuss the incident with you in a timely manner); and progressive discipline, in which students (in less serious cases) are given an opportunity to learn from the consequences of their misbehavior, and to remain in the class."

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Q. What should I do in the face of persistent disruption?

A. "Current university policy states that a student who persists in disrupting a class may be directed by the faculty member to leave the classroom for the remainder of the class period and can refer the student to the Chief Student Affairs Officer for conduct action. The student should be told the reason(s) for such action, and be given an opportunity to discuss the matter with the faculty member as soon as practical. Prompt consultation should also be undertaken with the department/program chair and the Chief Student Affairs Officer."

Q. How should disruptive behavior in the classroom be defined?

A. "We define 'classroom disruption' as behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of a class. Examples include repeated, unauthorized use of cell phones in the classroom; persistent speaking without being recognized; or making physical threats."

Student Affairs:

104 Riedl Hall
419-755-4034

Donna L. Hight, Ph.D.

http://studentaffairs.osu.edu/resource_csc.asp

CLASSROOM DISRUPTION

Q. What if a disruptive student claims the disruptive behavior is the result of a disability?

A. "The fact that a student may have a disability should not inhibit you from notifying appropriate authorities (including the campus police, as needed) about disruptive behavior. Students with or without disabilities need to know they must adhere to reasonable behavioral standards. Setting and enforcing such standards may encourage students with disabilities to obtain needed therapy, and to take prescribed medications."

"Disability claims and accommodation requests should be discussed with Student Disability Services. There is an established procedure students should follow if they have a disability and seek a reasonable accommodation."

"Generally, while different rules apply in the elementary and secondary school setting, pertinent federal agencies and the courts have made it clear that an institution of higher education does not have to tolerate or excuse violent, dangerous, or disruptive behavior, especially when that behavior interferes with the educational opportunities of other students. Colleges and universities may discipline a student with a disability for engaging in misconduct if it would impose the same discipline on a student without a disability."

Q. Will I be liable for defamation if I call the police or refer a student for disciplinary action and it's later determined I made an honest mistake?

A. "The risk of liability for making such a report is virtually nil. There are strong public policy reasons to support and protect individuals who make good faith reports of wrongdoing to appropriate officials, even if those reports later prove to be mistaken. Common law (or statutes in some states) gives people who report misconduct to proper authorities a "qualified privilege." That means they cannot be held liable for defamation unless their report was made in bad faith, with knowledge the information they provided was false, or in reckless disregard of its truth or falsity."

Q. Should I act immediately or wait for a pattern of misbehavior to occur?

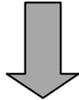
A. "It's often a mistake to assume disruptive behavior will stop on its own. A fundamental tenet of progressive discipline is to document and respond to "small" incidents sooner rather than later. Early intervention—sometimes in the form of a 'behavioral contract' developed by the Chief Student Affairs Officer or designee and a referring teacher—might help define needed boundaries for a student. Generally, teachers who state reasonable expectations early, and enforce them consistently, help students avoid the harsher consequences that flow from more serious infractions later."

Q. What confidentiality standards should I follow?

A. "The University will take appropriate disciplinary action in cases of proven classroom disruption. Consequently, you should discuss allegations against named or identifiable students only with individuals who have some role in the disciplinary process. Examples of people who usually have such a role include your department chair and the Chief Student Affairs Officer. A general rule to keep in mind is that you should refrain from sharing any personally identifiable information from student education records (like grades, or reports of misconduct) with any person (including a colleague) who has no educational interest in the information."

THE FIRST CONTACT

Front-Line Staff, Professors, Teaching Assistants, etc.



AGGRESSION

If you see or are dealing with aggressive behavior or other unusual situations:

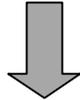


Campus Security or 911

A Security or Police Officer will respond, assess and assist.

Phone:

-emergency: 911
-non-emergency: x4346



ILLNESS

If you see or are dealing with a person who is injured, or whose behavior seems erratic:

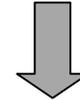


Campus Security or 911

A Security or Police Officer will see, assess, and treat, as needed.

Phone:

-emergency: 911
-non-emergency: x4346



EMOTIONAL BEHAVIOR

If you see, or are dealing with a student who “needs to talk to someone” about a personal concern or is experiencing a psychological or emotional crisis:



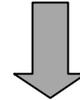
Dr. Blake Wagner

Phone: 419-529-9941 (office)
or 419-571-1678

or

Donna Hight, Ph.D.

Phone: X4034



DISABILITY

If you are dealing with a person with a disability who is in difficulty, ask them if you may contact:



STUDENT DISABILITY SERVICES

Phone: x4304

Location: Conard Learning

Email: mclane.15@osu.edu

CLASS ABSENCE NOTICES:

These are notices that are sent, as a courtesy, to a student’s professors to alert them to their absence in class due to an injury, illness, family emergency, etc. These notices are *only* a courtesy and do *not* excuse the student from doing the missed work or taking the missed exam/quiz. Students *must* contact their professors to make arrangements for any make-up work. Class Absence Notices are handled by the academic advisors.

DECEASED STUDENT NOTICES:

When students of the University pass away (whether during a term or not), there is a method to notify appropriate departments. A courtesy e-mail memo is sent to the college of their major. Deceased Student Notices are handled by the Office of Student Advocacy at 614-292-1111.